



May 31, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for the Charlotte Upper Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Mark McGarry at 517-541-5770 for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/TGwunE#StudentAssessment>, or you may review a copy in the main office at Charlotte Upper Elementary School.

For the 2016-17 school year, schools were identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no label is given.

Charlotte Upper Elementary School has not been given one the above labels.

Based on 2016-2017 M-Step data we have determined two areas of improvement. First among them is our Social Studies scores. 17.1% of our students scored proficient against a State proficiency average of 21.6%. In looking at our current practices students receive only 80- 120 minutes of Social Studies instruction per week. More exposure to the curriculum means more time to practice, learn, and think about the material taught. Starting in 2018- 2019 school year students will experience 200 minutes of Social Studies a week. This will not sacrifice other subjects as students will experience 235 minutes of Science, 300 minutes of math, and 450 minutes of English Language Arts weekly.

Second among our concerns is our proficiency percentages in reading and math. All of our reading proficiencies were above the State average with 45% of fourth graders proficient compared to 44.2% in the State; 55.1% of fifth graders were proficient compared to 51.1% in the State; 55.2% of sixth graders were proficient compared to 43.6% in the State. However, these numbers also indicate that 55% of fourth graders, 44.9% of fifth graders, and 44.8% of sixth graders not proficient in reading.

In math 44.7% of fourth graders were proficient compared to a State average of 42%; 33.5% of fifth graders were proficient compared to a State average of 35%; 51.2% of sixth graders were proficient compared to a State average of 34.2%. This means that in math 55.3% of fourth graders, 66.5% of fifth graders, and 48.8% of sixth graders were not proficient in math.

Ideally we want the proficiency percentage to be closer to 70-80%. In order to move toward this goal we have made several changes in the 2017-2018 school year. First, we created a common intervention time. This common intervention time allowed Charlotte Upper Elementary to serve 100 more students identified as being in need. Second, we began to hold additional interventions during ENCORE time where previously students were pulled during core instruction. Under this model it means that a student could receive up to 185 minutes of reading instruction and 170 minutes of math instruction in a day. Finally, this year, and continuing into the 2018-2019 school year, we are pushing our Title One and Special Education teachers into classrooms creating adult to student ratio of 1:13 in some of our classrooms during targeted times during the school day.

State law requires that we also report additional information.

Considering all of the intervention changes, we have kept close tabs on student progress to determine if what we are doing is effective. To make this determination we are using tests from the company FASTBridge. These tests compare individual student growth in reading and math to national growth averages. We give the test three times a year, once at the beginning of the year, once in January, and once in May. Fourth graders grew an average of 23.8 points in reading compared to a national average of 22.5 points, and 36.7 points in math compared to a national average of 22 points. In fifth grade students grew an average of 22.4 in points in reading compared to a national growth average 20.5 points, and 22.1 points in math compared to a national average of 15.5 points. Finally, our sixth grades students grew 16.4 points in reading compared to the national average of 20 points, and 28 points in math compared to the national average of 19 point. Using this data we will continue our Flooding What I Need model for the 2018-2019 school year as it can be considered a contributing factor for our higher than national average scores.

Charlotte Upper Elementary School is currently in the middle of a five year plan. For the 2017-2018 school year we have worked on strengthening our social/emotional supports for students. We have worked hard to make sure our reading, math, and science curriculums align with State Standards. In looking at alignment we have created and used tests which better reflect what students are supposed to know and scales which more accurately reflect student knowledge. In the 2018-2019 school year we are proud to roll out a system where students and families will have a better idea of how much growth a student needs to make within a school year to be considered proficient, and what skills a student must master.

It is not good enough that only some students learn. Every student must have access and support to learn at their own pace, and to a mastery level. The changes

we have started in the 2017-2018 school year, and the ones that will be put into place during the 2018-2019 school year strive to make sure this goal is reflected in our annual test scores both internally and from the State. However, we cannot meet our full potential without the support of our families and community. We invite all parents and community members to join Charlotte Upper Elementary in identifying other areas where we can grow, and to partner with us in providing the best possible services for our children.

Sincerely,

Mr. Mark McGarry
Principal
Charlotte Upper Elementary

Eileen Grant-Ball
Director of Curriculum and Instruction
Charlotte Public Schools